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To the Graduate Program:

This project, entitled “A Cultural Additive Approach in the Development of Digital Writing Skills, Using Google Docs with Elementary ESL Students” and written by Daniel Lugo, is presented to the Graduate Program of Greensboro College. I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts with a Major in Teaching English to Speakers of Other Languages.

Paula Wilder, Advisor

We have reviewed this
Project and recommend its
acceptance

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A CULTURAL ADDITIVE APPROACH IN THE DEVELOPMENT OF DIGITAL
WRITING SKILLS, USING GOOGLE DOCS WITH ELEMENTARY ESL
STUDENTS.

Presented to
the Graduate Program of
Greensboro College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in
Teaching English to Speakers of Other Languages

by
Daniel Lugo

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Advisor: Ms. Paula Wilder

Abstract

It is vital for ESL students to find themselves in the context of an additive cultural environment that allows them to feel that the elements of their cultures are valued and taken into account for their second language learning process. Otherwise, the school environment could become hostile and could hinder the learning process of L2. This paper presents a workshop that encourages the promotion of a cultural additive environment in ESL classes by incorporating strategies that allow teachers to value the cultural background of students in the development of the classes. Through the implementation of the strategies proposed in this workshop as well as the promotion of a cultural additive environment, this research aims to facilitate the development of the linguistic skill of digital writing. Additionally, the use of Google Docs is incorporated as a technological tool in the framework of the learning strategies.

Dedication

I would like to dedicate this work to my children and my wife, who are the ones who day by day accompany me in this adventure of living, working, studying and interacting in a new and different environment than we were used to. Without them, literally, I could not have achieved it, since they are who give me the energy to move on every day. I also want to dedicate this effort to my mother, father, relatives and to my country, Venezuela.

Acknowledgments

I would like to show my gratitude to Ms. Paula Wilder, Dr. Michelle Plaisance as well as all the staff of teachers working in this program. Without the support of all the staff, I would not be able to develop and complete the research work that serves as the closure of this academic journey.

Thank you.

Table of Contents

Title Page	i
Abstract	ii
Dedication	iii
Acknowledgments	iv
Table of Contents	v
Chapters	
1. Chapter One: Introduction	1
2. Chapter Two: Literature Review	5
3. Chapter Three: Project Outline.	17
4. Chapter Four: Final Project- Teacher Workshop	24
5. Chapter Five: Conclusion	35
Appendices	37
References.	56

Chapter One: Introduction

One of the most relevant elements in an ESL classroom is the cultural diversity that exists among its students due to the variability of the cultural and social background that the participants might have. In this sense, the proper management of this factor can be decisive for the academic success of class participants. An additive perspective that allows incorporating the elements of the cultures of the ESL learners will promote a more motivating environment for students and, therefore, more successful from an academic point of view. In this regard, Campbell and Kryszewska (1992) indicated that the learning process will be more relevant and it will have higher quality, in a learning environment in which students are seen as individuals who bring with them a variety of valuable experiences and prior knowledge.

ESL students are defined as those included in a language assistance program, (Cook, 2015). This group represents the fastest growing segment of the population in K-12 education in the United States, (Kanno & Cromley, 2015). They bring with them their cultural background, which is an essential aspect of their personal identity. This uniqueness directly influences the learning process as it determines the way in which the student interacts within their context. In this regard, Hofstede (2001) indicated that the members of a specific social group function according to implicitly culturally determined models in the minds of their individuals. Currently in the United States, this social group experiences various problems that affect academic development. Derderian, (2012) argued that English language learners differ according to culture and, therefore, may face different challenges, stereotypes, and other issues. They face challenges in the linguistic, cultural, and academic areas.

The development of the linguistic ability of writing is of great importance for the future success of the students. Because whatever the professional field in which students develop their careers, they will need to have a solid writing management to establish effective communication. In this sense, Ebener (2017) argued that writing is one of the most important skills that K-12 students should develop in school. This skill is important because, in any content area, students use writing skills daily to communicate their thoughts, feelings, and knowledge to others. In the adult life, they keep using writing skills to interact with people in their contexts. When it comes to developing writing skills in a second language, the challenge is even more difficult. About this, Fareed, Ashraf & Bilal (2016) have indicated that writing may be considered a demanding skill, particularly for ESL students.

As mentioned, the cultural aspect of students is very important to achieve academic success. Therefore, a cultural additive perspective, which allows the ESL teachers to incorporate the experiences and cultural heritage of the students in the development of the learning process, is imperative. Another element that result relevant for the academic success of the students is the use of the Information and communication technologies (ICT's) in instruction. Currently, in the classrooms of the United States there is access to different technological devices that allow the incorporation of ICT's in the educational process. These devices may be used to optimize the teaching of English as a second language. The function of ICT's in systematic teaching and learning in an ESL classroom is to achieve the objectives of language teaching and learning, (Yunus & Salehi, 2014). For this reason, the incorporation of these new technologies for the development of communicative skills in English, such as writing, can be considered relevant.

For this project, the technological tool, Google Docs, has been selected for the development of digital writing skills in elementary ESL students. Google Docs is a technological

tool that allows students to share preliminary versions of a text via email by sharing the document. Through this technological resource, it is possible to edit, insert comments, and give feedback instantaneously. Through these actions, it is possible to make corrections to the text without having to rewrite the draft completely, (Curtis, 2013). Due to these characteristics, this technological tool can be incorporated into the writing process to provide students with a guide and scaffolding during the production of written texts.

Due to the importance of writing, as well as the incorporation of new technologies in an additive cultural environment. This project will focus on developing writing skills in elementary level ESL students by incorporating the technological tool Google Docs, into an additive cultural environment in which the cultural elements of the participants are valued to enrich the learning process. As a product of this project, I will design a workshop for teachers in which I will present systematic strategies aimed at creating narrative texts. These strategies will incorporate an additive cultural perspective in which students will have the opportunity to create their own learning by building it based on their cultural background. Additionally, these strategies will include the use of the Google Docs as a technology tool. This technological resource will be used as an implement to facilitate the written production, through teacher feedback and collective participation in the writing process. In addition to a PowerPoint presentation and videos recorded especially to explain the strategies, I will design a learning guide that will explain the rationale, strategic design, key steps, and delivery instructions for the strategies.

By implementing this workshop, I intend to contribute to the professional improvement of teachers in relation to the importance of the cultural aspect to develop language skills in ESL students, specifically in the development of writing. This contribution aims to provide teachers with a broader perspective on the significance of the cultural aspect in the learning process of

ESL students, as well as to offer different options to promote the development of writing skills among students who are learning English as a second language.

Chapter II: Review of Literature

In the current chapter, I review scholarship information regarding the impact of cultural aspects in an ESL classroom. More specifically, the influence of an additive cultural approach on the development of digital writing skills. I also provide an overview of the influence of the use of information and communication technologies (ICT's) in ESL instruction. I focus specifically on the use of the Google Docs in elementary ESL students as an instructional tool.

Culture and Language

In a research paper, related to the impact of cultural aspects in the language learning process, it is necessary to review the concepts of culture and language to later delve into the relationship between these two important elements of human life. With regard to language, it is important to emphasize that through this, people have been able to meet their needs of communication. In the literature, it is possible to find different definitions of language from different perspectives. Sapir (1968), from a linguistic point of view, defined language as a method generated by the human being, designed to communicate ideas, emotions and desires through a complex system of voluntarily produced symbols. According to Kramsch, (1998), language is a system of signs that have a value, not only linguistic, but also cultural.

In the Kramsch's definition of language, the relationship between culture and language is denoted. In this sense, throughout the history of the didactics in teaching L2, there has always been a discussion about the importance of incorporating the cultural elements of L2 in the language teaching process (Genc & Bada, 2005). In recent times, the study of the culture of L2 has been incorporated into the process of language learning for various reasons that de

that it is indeed very important to incorporate culture in the language learning process. In this regard, some researchers, such as Stainer (1971) pointed out that studying culture gives students a reason to study the target language, as well as making the study of L2 significant. In addition, Genc and Bada, (2005) noted that, in the recent studies on the relationship between culture and language, it is emphasized that without the study of culture, L2 teaching is inaccurate and incomplete. Because of the importance of incorporating the L2 culture in the language teaching process, Sysoyev and Donelson, (2002) pointed out that, currently culture is presented as an interdisciplinary core in many curricular designs and textbooks intended to teach L2.

However, the relationship with the culture of L2 is very important in the process of teaching languages. This does not mean that we should replace the culture of the L2 student with that of the target language. In this regard, Genc and Bada (2005) indicated that in an era of tolerance towards different ideologies, religions, subcultures, it is necessary, not only to understand the culture of the L2, but also students must understand their own culture. In this sense, Lambert (1980) has described two perspectives that may exist in a language-teaching environment. Lambert (1980) has pointed out how this process can be additive or subtractive. When the perspective is additive, according to Lambert, this approach is characterized by developing the ability to see the world in different ways, which expands the capabilities of the individual and the ability to see the world. On the other hand, Lambert pointed out that, when the approach is subtractive, it is disempowering, and leads the person to a process of alienation and isolation from his social environment. When these two perspectives are compared and contrasted, we can appreciate the importance of an additive cultural approach in our classrooms, which allows students and teachers to broaden their views and understand each other.

With respect to the term culture, it is pertinent to emphasize that Culture is not only limited to autochthonous expressions, such as dance, music, native celebrations, as well as artistic and culinary representations. Although all these manifestations are certainly part of the culture of a particular social group, the concept of culture transcends these elements. In this regard, Brown (2007) defined culture as a way of life, as the context within which people exist, think, feel and base their personal relationships, for this reason, societies need their culture. In other words, each social group requires its own identity and that identity is its culture. In relation to this, Brown (2007) pointed out as a fact that societies do not exist without their culture. Therefore, Brown (2007) has reflected that societies require culture to fulfill biological and physiological needs. A definition of culture that is more relevant to the theme of this research work, which is linked to the relationship between language and culture, is the definition of Hinkel (1999). For Hinkel, culture includes social norms, worldviews, beliefs, assumptions and value systems that affect many, if not all, aspects of the use and learning of an L2 or foreign language.

In the literature, it is possible to find clear indications that demonstrate the link between language and culture and how this relationship affects the language learning process. For instance, Kramsch (1998) indicated that language symbolizes cultural reality, through the verbal and nonverbal expressions of people; it is possible to establish a characterization of their culture. Kramsch claimed that through the speaker's tone of voice as well accent, conversational style, gestures and facial expressions, language embodies cultural reality. In this sense, the link between language and culture is notorious. With regard to this particular issue, several contributions illustrate this close relationship. Among these contributions, we have that Kramsch (1998) indicated that people's cultures are social and historical products that have been

developed in the linguistic communities in which people have lived and that this process has been shaped by language.

These findings regarding the link between culture and language allow us to understand the relevance of having a receptive attitude towards the different cultures of the students in a language-learning environment in order to understand attitudes and aptitudes and thus optimize the teaching process of a language. In other words, if teachers have a better understanding of their students' cultures, they are more likely to assert the most appropriate and beneficial teaching strategies and practices to the benefit of the students' learning processes. In this regard, Sulkowski (2009) indicated that there is evidence of a positive correlation between culture and learning approaches. In this sense, it is important to denote that knowledge and cultural awareness are relevant in any teaching and learning environment. However, it is even more important in an environment with international students with different cultural backgrounds, since these students come to the classroom with varied expectations of their role as students, the role of a teacher and other classroom standards (Crabtree & Sapp, 2004).

Inclusion of Culture in ESL Instruction

To understand the impact that different cultural aspects have on learning English as a second language classroom, it is necessary to review the different contributions related to the relationship between culture and language learning. James (2000) indicated that traditionally the perspective used for teaching L2 was purely linguistic with a strict focus on the formal aspects of language. According to James (2000), both the sociolinguists and the psycholinguists began to change the perspective in the approach to the teaching of the L2. In the case of sociologists, they began to study the influence of the context and how language is used in the L2 language learning

process. While for psycholinguists, culture became a major concern, they focused more on the influence of cultural elements on the use and language learning process (James, 2000). James established three components that help to describe how culture is addressed in ESL classrooms. The first one establishes a balanced focus on learner cultures with a focus on L2 culture. From this perspective, it is intended to establish a balance between the culture associated with the target language and the culture of the L2 learner. The reason why the culture of L2 students started to be taken into account is related to research that demonstrates that the learning process will be more relevant and of higher quality if prior knowledge and experience of students are used (Campbell & Kryszewska, 1992).

Another perspective included in the ESL instruction, according to James (2000) is the one related to developing cultural awareness. With this approach, the school environment tries to provide the students with a deeper perspective of the culture. In other words, this approach is intended to transcend only information related to basic cultural manifestations, such as festivals, food, clothing, and festivities. In contrast, a more challenging approach would be to inspect the values and beliefs behind everyday life. Looking at culture in a deeper way like this can help increase students' general cultural awareness. In this regard, Palmer and Sharifian (2007) argued that language teachers have recognized the need to incorporate sociocultural factors into their classrooms. From this perspective, teachers need to explain to the students about the other cultures in a progressive way, starting at a superficial level like history alongside some cultural events to a deeper and analytical level in which students try to explain why things are done in a certain way in the other culture. Finally, the students establish a contrast to reflect on their own culture. Scanlon (1998) indicated that the reason behind the importance of incorporating culture

into the learning process is that if students have a strong sense of themselves as members of a culture and understand their own values, they can adapt better or accept another culture.

The last perspective presented by James (2000) has to do with empowering students. In other words, James (2000) discussed the need to give students strategies so that they can deepen cultural aspects for themselves. According to this point of view, it is imperative to ask what cultural messages the class environment is communicating during the instructional process. This begins with an understanding of power relations and seeing the classroom as a kind of small-scale version of a wider society, which represents both its ideology and its power structure (James 2000).

Another important element to consider when it comes to the inclusion of culture in an ESL classroom is the one related to the design or selection of instructional materials, as well as the design and implementation of the curriculum for teaching L2 students with diverse cultural backgrounds. Rowell et al. (2007) stated that the use of instructional materials with a contextual or cultural reference, which students are not familiar with, it could be almost impossible to understand, regardless of their language ability. It is for this reason that it is so important for an instructor or curriculum developer, to observe cultural diversity when developing and implementing instructional material, as well as the curriculum so that they can incorporate cultural elements that allow optimizing levels of motivation and communication among students and teachers. Otherwise, cultural differences and expectations can be an obstacle to learning, motivation and communication (Lindquist, 2016)

Digital Tools and Writing

This review of the literature has so far deepened the importance of culture in the language teaching process. However, this work also deals with the inclusion of technological tools in the L2 teaching process. For this reason, it is important to understand the inherent nature of the use of technological tools in the framework of the teaching of L2. In order to examine the importance of using digital tools in an L2 classroom and how they may influence the learning process of a language, especially related to how digital tools may affect the development of writing skills. Digital tools are a broad term characterized by technology; these tools can generate process and store data, including a website, an application on a phone or tablet, a social networking site, a computer program, learning management systems (Lint, 2017). However, the incorporation of technology in the teaching process of L2 is very important, it should not replace all the teaching elements that are currently being developed in their classrooms, but rather the technology should be implemented as a support for teaching. According to this Nemeth and Simon (2013) indicated that technology should not replace the great things that happens in the classroom, but it can improve and optimize teaching and learning experience when used for a specific purpose.

The incorporation of digital tools to support and improve writing skills specifically, is a growing area of research as teachers seek new and better ways to increase student participation and improve student learning (Lint, 2017). Currently, technology progresses at an accelerated rate and teachers need to incorporate these new technologies into educational strategies to make the educational process more attractive and make more sense for students. In this sense, Rosen (2010) stated that education has not been updated with this new generation of children and

adolescents experts in technology. Rosen (2010) argued that it is not that they do not want to learn, they just learn differently.

According to the learning process of the writing skill, Galina (2006) indicated that writing becomes more meaningful when it integrates the prior knowledge of the student with the new information. This includes the cultural configuration of the students. In other words, it is possible to affirm that in order to guarantee a more consistent development of writing skills, all previous students' experiences must be included in their own learning process. If, on the contrary, students' cultural experiences are excluded from the learner's learning process, this could obstruct the development of writing. According to this, Yu-Chi (2016) indicated that the cultural and linguistical diversity of the students' backgrounds continue to influence their learning.

Google Docs and Collaborative Writing

When it comes to collaborative writing, it is particularly beneficial for students who learn English as a second language in academic settings (Woodrich, 2017). Studies show that when they work together to write research papers, they share their thinking space and offer a review suggestions that focus on meaning (Kessler et al., 2012). For this research work, I incorporated Google Docs as a technological tool in the framework of class strategies to develop collaborative writing. Zhou, Simpson, and Domizi (2012) stated that Google Docs is an online text processing application, which is a promising tool for collaborative learning in the classroom. The use of Google tools such as Google Docs has increased in schools due to their easy access. Among the advantages in the use of this technological tool, we have that it allows the students to

work collaboratively with teachers and partners and receive quicker feedback, which improves the writing production. In this regard, Ebener (2017) indicated that Google Docs facilitates sharing documents with other students or teachers, making cooperation between writers easier and faster. When a document is shared, the comments and recommendations modes allow collaborators to give quick comments and allow writers to incorporate the suggestions given while maintaining ownership of their text (Suwantarathip & Wichadee, 2014).

This technological tool has great advantages for educators and researchers in different educational environments. According to Vass (2002), elementary students enjoy developing friendships while learning to write. Lam (2009) indicated that the immigrant adolescents developed communicative repertoires in digital writing practices. While for Li and Zhu, (2013), foreign language students are motivated by interacting in group environments. . For these reasons, students benefit from the incorporation of this technological tool for the development of collaborative writing skills in an educational context of a diverse cultural environment.

Conclusion

In conclusion, it is possible to affirm that language teaching requires an understanding of the cultures of the participants in the educational act. In other words, language training requires the ability to understand, through interaction, the cultures of students and teachers. In this regard, Tharp (1989) indicated that address linguistically and culturally diverse student populations demand a deep understanding of student interaction with cultures and languages, both from their own cultures and from the target language culture. It is for this reason that it is very important to promote an environment of cultural additive in classrooms. In the early levels of instruction, it is

also very important to not only maintain the cultural values of ESL students but also ensure the preservation of their mother tongues. Children benefit from input that is comprehensible; children learn a first or a second language by understanding messages that are comprehensible (Krashen, 1994).

This review of the literature included not only the effect of cultural elements in the language teaching process, but also focused on the review of the effects of the incorporation of technological tools in the teaching and learning process of an L2. In this sense, it is possible to affirm that the incorporation of technological tools that support collaborative learning, contribute to the development of linguistic skills. The use of these technological tools, such as Google Docs, helps not only to improve students' writing and grammar skills, but it also supports the acquisition and use of L2 vocabulary and helps students become more aware of their own learning process. (Chao and Lo, 2011). For this reason, it is possible to point out that the incorporation of new technologies in an ESL classroom should be considered a priority due to the high positive impact that has been demonstrated in the different studies carried out. O'Malley et al. (2013) show that the use of technological tools in the classroom helps students reach success.

It was possible to find various research papers that will develop the themes related to the relationship of culture and language as well as the role of this relationship in the teaching process of L2. Additionally, I can find information related to the incorporation of technological tools in ESL classrooms and their effect on the process of developing linguistic skills, in this particular case, of writing in an ESL classroom. However, research production that involves culture, engagement and use of technological tools in an ESL classroom seems to be limited. For this reason, the need arises to develop later works that link the mentioned aspects.

Finally, it is possible to affirm that teachers must generate an effort to get more involved with the use of technological tools in order to optimize the learning process of L2. In this regard, Russell et al. (2003) pointed out that teachers committed to a technological tool are more likely to use technological means in their teaching and curricular planning. For this reason, more research work should be developed to promote teacher training in the use of technological tools.

Chapter Three: Project Design

In this chapter, I intend to describe and discuss the need to develop activities that help to increase the repertoire of strategies and pedagogical tools that allow teachers to incorporate students' cultural backgrounds, as well as to develop writing skills in ESL, classes at elementary level. Therefore, teachers can promote an additive learning environment in which students develop their knowledge based on what they already know. Steve (2015) indicated that students discover and transform the information, check the new information with the previous one and review the rules when they no longer apply. This is also related to the cultural knowledge that students bring to the class. In other words, I intend to develop pedagogical strategies among ESL teachers that are aimed at incorporating students' cultural background knowledge as a valuable element that will facilitate the English language skills learning process, in this case, digital writing.

To establish the relevance of this project, it is pertinent to point out that the professional development of teachers must be constant. This is due to the different changes in the dynamics of societies and therefore, in the learning process. As Carr et al., (2000) claimed that professional development for teachers is the key vehicle through which to improve teaching and to increase student achievement. The current reality in the classrooms of the United States shows great cultural diversity. This means that teachers should be more aware of the different cultural characteristics of their students and the implications in the education and learning processes. In this sense, it becomes vital for teachers to constantly update themselves regarding the cultural aspects of their students. In that sense, it is possible to point out that teacher training sessions, in

which teachers can share and obtain new pedagogical strategies that are oriented to facilitate the incorporation of the cultural aspects of the students to develop their ESL learning process, are very useful in the current educational United States system. Because the success of the students is more likely to happen when their primary culture is valued during the learning process. About this, Ladson-Billings (1995) indicated that students must experience academic success, develop and / or maintain contact and competition with their primary cultural heritage.

The teachers' cultural competences result preponderant for the students' success in an ESL class. In this regard, Gay (2010) defined the term culturally responsive teaching as the use of cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more relevant to and effective for them. In the case of a language class such as ESL class, the teacher must be aware of the cultural characteristics of the students in order to secure an effective interaction in the class. In a scenario in which the interaction is given without adequately understand the cultural environment and social behavior of a language use, there could be misinterpretations and failures in language communication, because language is not simply send or receive information but works as a social behavior in certain cultural context, (Emitt & Komesaroff, 2003).

Additionally, this research work intends to develop strategies that allow teachers to incorporate new technologies in the classroom to develop the linguistic skills of writing. For this project, the technological tool, Google Docs, has been selected for the development of digital writing skills in elementary ESL students. Google Docs is a technological tool that allows students to share preliminary versions of a text via email just by sharing the document. Through this technological resource, it is possible to edit, insert comments and give feedback, instantaneously. These actions make it possible that it is not necessary to completely rewrite the

drafts of the texts, (Curtis, 2013). Due to these characteristics, this technological tool can be incorporated into the writing process to provide students with a guide and scaffolding during the writing process.

The final product of this project will be a workshop in which I will develop a series of strategies that are oriented to contribute to the teachers' professional improvement. In regard to the relevance of the cultural aspects and their role in the development of language skills in ESL students, in this case, the development of the linguistic skill of writing. This contribution aims to provide teachers with a broader perspective on the significance of the cultural aspect in the learning process of ESL students. Additionally, this workshop proposes to support the development of writing instruction in the ESL class by incorporating the technological tool Google Docs.

During the workshop, I will use a Power Point presentation, which I will utilize to guide the entire process. This presentation will show the different faces of the strategies proposed for the development of the literary competence of writing as well as the different techniques to guarantee an additive perspective in which the cultural elements of the students are taken into account and incorporated into the instruction.

The Workshop Agenda

1. Theoretical considerations
 - Considerations about culture and its implications in learning.
 - Cultural additive approach vs. the deficit cultural approach, responsive instruction.
 - Theoretical contributions related to the writing process.
 - Google Docs as a technological tool for developing writing.

2. My own experience as someone who went through the processes of learning a language and cultural adaptation.
 - Acculturation.
 - Some specific experiences that I experimented in my cultural adaptation process.
3. Strategies designed for the development of digital writing skills
 - Narrative Poster
 - Creating a Biography
 - Celebrating our cultural heritage
4. Hypothetical cases of three cross-cultural students
 - Manuela
 - Ting
 - Sofi

Theoretical Considerations

In this part of the presentation, key concepts for the development of this research will be discussed, such as Culture and its link to language learning in a multicultural environment. In addition, it will contrast the additive cultural approach with a deficit cultural approach. It is also appropriate to establish theoretical considerations related to the learning process of writing in an ESL classroom. Finally, in this section, we will discuss the use and influence that Google Docs can have as a technological tool to develop writing in ESL students.

My Own Experience

In this section, I will establish the concept of acculturation and I will link it with my particular experience to reveal some specific experiences that I had in my cultural adaptation process. In this way, I intend to connect my experiences with those of ESL teachers and students and thus achieve empathy that helps achieve the purpose of this research work. Which is related to educating teachers about the relevance of an additive cultural approach within the framework of ESL classes.

Strategies Designed for the Development of Digital Writing Skills

In this part of the workshop, I will explain three strategies that I design, in which it is intended to establish an additive cultural environment and in which the Goggle Docs technological tool is used to develop digital writing in ESL students.

Hypothetical Cases of Three Cross-Cultural Students

With the intention of illustrating the characteristics of culturally diverse students and generating reflection among teachers. I will present three hypothetical cases of multicultural students and I will make questions to the teachers about specific aspects related to the learning process of these students. In order to generate an opportunity in the presentation in which teachers share their points of view and experiences, this will promote cooperation among teachers.

Moreover, I will present a learning guide that will explain the rationale, strategic design, key steps, and delivery instructions for the strategies. I will also present lesson plans in which I incorporate the strategies that are presented in the workshop.

Learning Guide

This learning guide is designed with the purpose of giving teachers clear guidelines for the application of the strategies. In other words in this document I present in detail all the application of the strategies that I present in advance in the development of the presentation.

Lesson Plans

The presentation of these lesson plans in the framework of this workshop, I aim to demonstrate how we can incorporate the strategies I designed in the development of ESL classes. That is, with the presentation of these lesson plans I intend to demonstrate in a practical way, how we can use the strategies that I designed and explained previously, to promote the development of digital writing skills among ESL students.

Conclusion

The growth of cultural diversity in classrooms in the USA makes it necessary for teachers to maintain a continuous update of teaching techniques that allow the incorporation of the elements of student cultures. Related to this, Hope and Naf (2016) indicated that several regions

of the United States have experienced rapid changes in racial and ethnic composition of the population in the last decade. As a result, many of the country's schools have suffered significant changes in student demography. In this sense, professional development activities aimed at teachers in which an additive cultural environment is promoted in the classroom becomes very relevant. Therefore, this workshop becomes significant when it comes about cooperation in maintaining a cultural receptive environment for the students. This workshop will also provide support to improve the teaching of writing skills for primary ESL students, which makes this research work strengthen its importance from a pedagogical perspective.

Chapter Four: Final Project- Teacher Workshop

My final project is a teacher workshop that aims to promote an additive cultural perspective among ESL teachers. In order to develop the ability of writing in elementary students, through the implementation of pedagogical strategies in which I incorporate the use of Google Docs as a technological tool, I will present this workshop supported by a Power Point presentation, as well as an application handout and lesson plans, all these elements will be included in the Appendix. The workshop agenda will be structured in three sections: Theoretical considerations, my own experience as someone who went through the processes of learning a language and cultural adaptation, strategies designed for the development of digital writing skills, and final reflections on pedagogical practice, in which I will present 3 hypothetical cases of cross-cultural students (Figure 4.1).

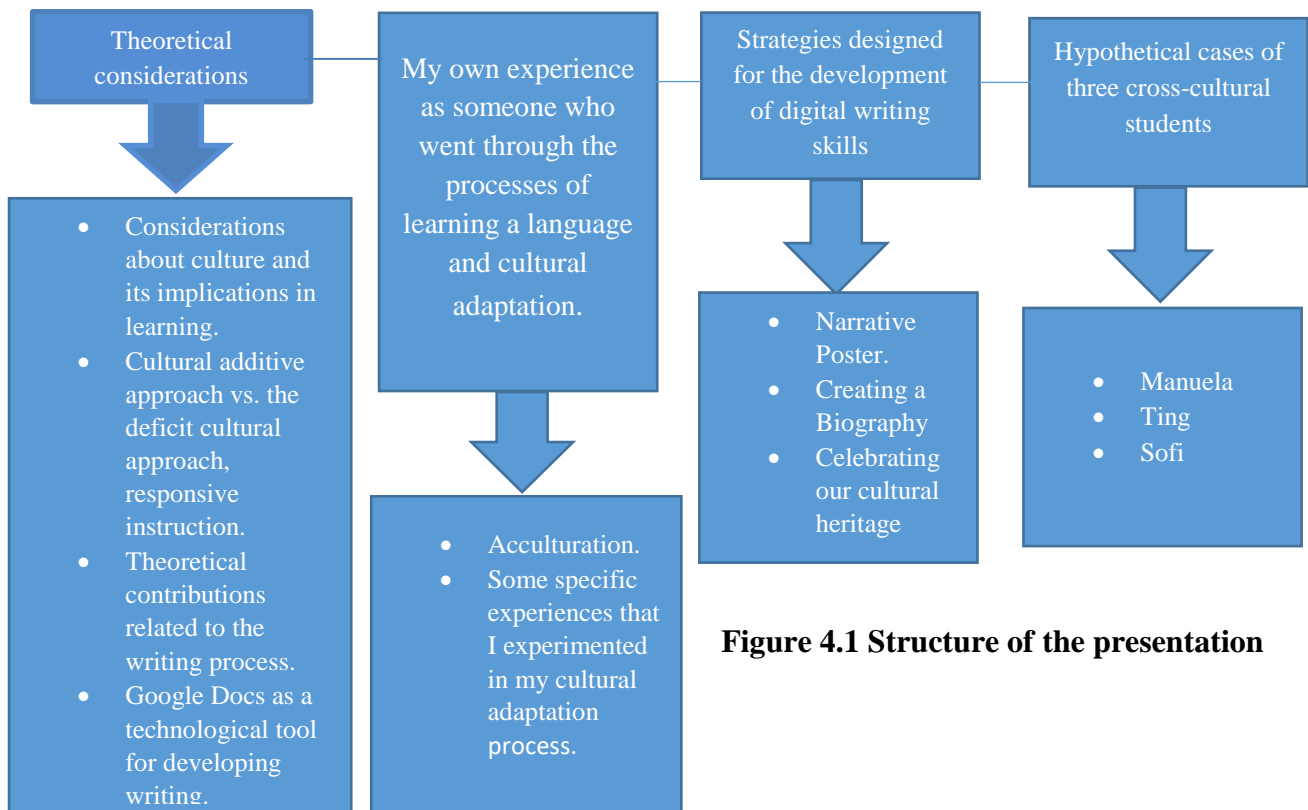


Figure 4.1 Structure of the presentation

Theoretical Considerations

This section is divided into four different subsections. The first subsection will present considerations about culture and its implications in L2 learning process. For this purpose, the discussion will begin by presenting the iceberg culture model (Figure 4.2. See also Appendix A, Slide #2) in order to orientate the reflection towards the relationship between culture and learning a language. I will also ask teachers about their concepts of culture as well as their conceptions about language acquisition and how they consider that these cultural elements of each individual take part in the L2 learning process.

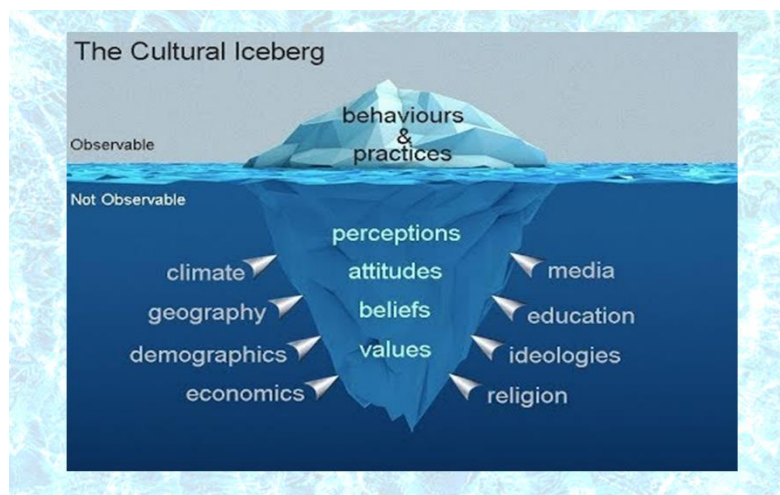


Figure 4.2: The cultural iceberg

In the second subsection, I will introduce a discussion about the role of an additive cultural approach on the L2 learning process. To start the discussion on this topic I will ask the teachers questions related to their considerations about the importance of including and valuing the cultural background of the students in the learning process. Then, I will contrast the cultural additive approach with the deficit cultural approach by discussing the differences between both perspectives. (Figure 4.5. See also Appendix A, Slide #6) At the end of this subdivision, I will

present the concept of culturally responsive teaching as a means to ensure an inclusive perspective within the classroom that allows the ESL student to develop their skills in L2.

(Figure 4.6: See also Appendix A, Slide #7)

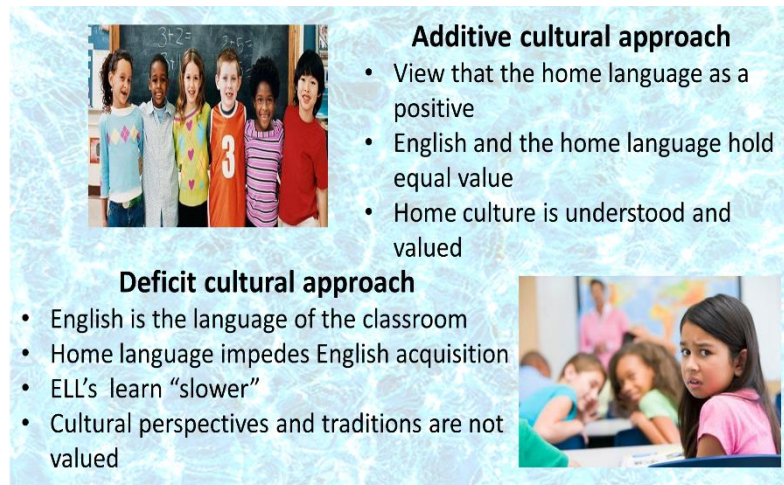


Figure 4.5: Additive cultural approach Vs. Deficit cultural approach



Figure 4.6: The culturally responsive instruction

The third subsection is oriented to theoretical contributions related to the writing process and more specifically the development of the digital writing as a linguistic skill in an ESL classroom. In this part of the presentation, I will address topics related to the collaborative

writing process using technological tools. In this regard, I will present some findings that argue about the effective use of the new technologies for developing the collaborative writing (Figure 4.7, See also Appendix A Slide # 9). One of these findings indicated that the new technologies could benefit collaborative writing by allowing more convenient comments and review and faster response time, potentially increasing motivation and creativity (Lam & Pennington, 1995). Additionally, another study indicated that the new technologies also allow students to work on the text simultaneously, and the text is always available to all users (Pennington, 1991). This can promote the motivation and the generation of ideas that contribute to the creativity of the text. Another benefit that can be obtained from the use of new technological tools as a means to develop digital collaborative writing is related to the opportunity that students obtain through these technologies, to participate and present the finished works. In concordance with this, Hoopingarner (2009) indicated that the new technologies provide new opportunities for students to participate in the writing process and show their finished products.

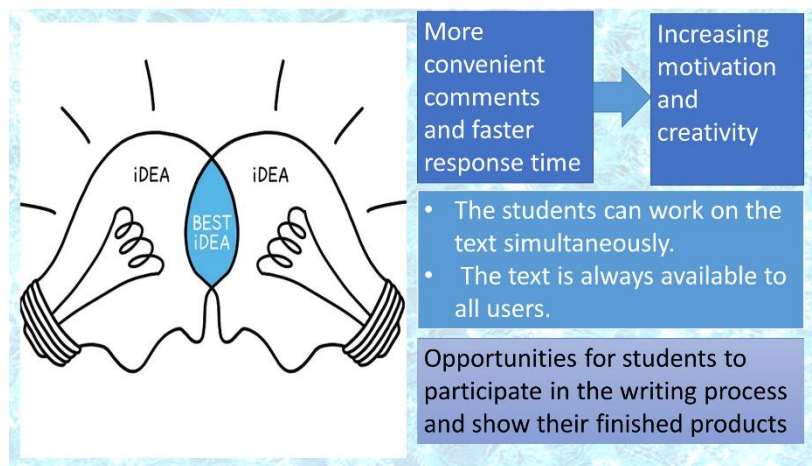


Figure 4.7: Collaborative digital writing.

Because the cultural domain is a central focus of this research, this section will address the relationship between culture and writing in an ESL classroom. In other words, I will present the problems and challenges experienced by ESL students due to differences among cultures when it comes to develop writing skills. According to Haider (2012), these difficulties can be classified into linguistic, psychological, cognitive and pedagogical categories (Figure 4.8: See also Appendix A, Slide # 8).

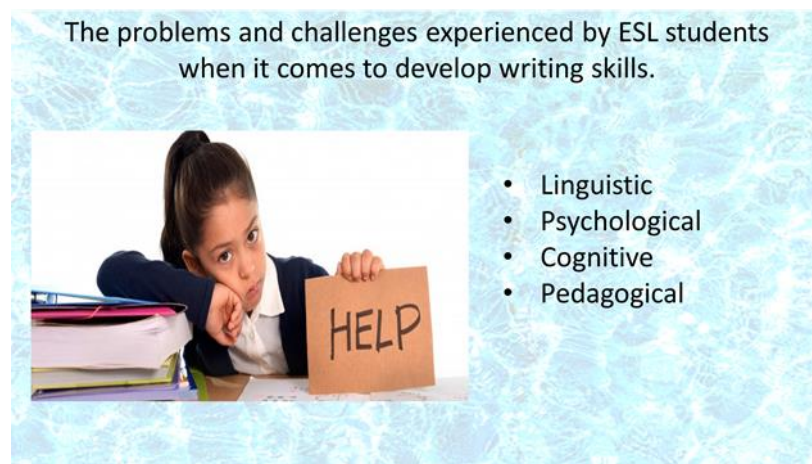


Figure 4.8: Problems and challenges experienced by ESL students when it comes to develop writing

In the last subsection of section one, I will include some findings about Google Docs as a technological tool for developing writing skills in the ESL classroom. Among these findings, I will present what was argued by Suwantarathip and Wichadee (2014) who pointed out that when incorporating Google Docs In the academic curriculum, ELL students can improve their collaborative learning skills, which in turn can improve their writing skills. In the same order of ideas, Suwantarathip and Wichadee (2014) indicated that collaborative writing tools, such as Google Docs, allow students to participate and form communities that participate in determined communication (Figure 4.10. See also Appendix A, Slide #10).

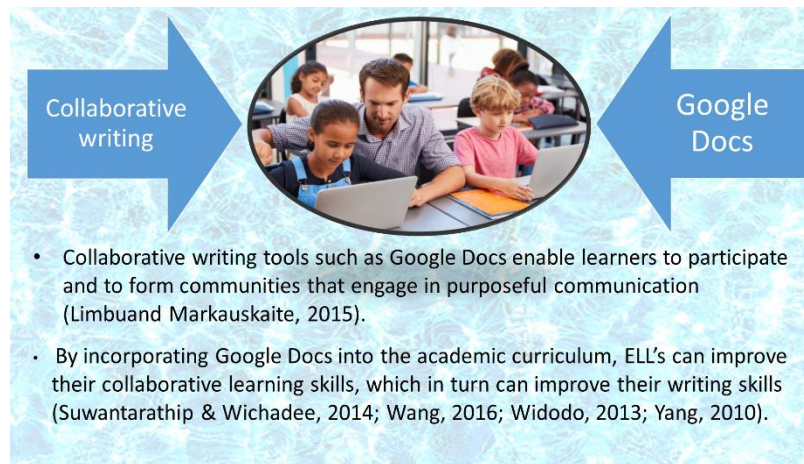


Figure 4.10 Collaborative writing and Google Docs

In the second section of the presentation, I will share my own experience as someone who experiences the processes of learning a language and cultural adaptation. For that purpose, I will introduce to the discussion, the model presented by Brown (1994) (Figure 4.11. See also Appendix A, Slide #12). This author called this cultural adaptation process "acculturation". This process contemplates four stages: 1) Enthusiasm for being in a new country, 2) Cultural shock or feelings of frustration and hostility, 3) Recovery or adjustment, 4) Comfort emerging in the new culture and adaptation, which is characterized by unique cultural barriers and acceptance of the new culture. In addition, I will present some specific experiences that I experienced in my cultural adaptation process. In other words, I will reveal the intrinsic reasons that motivated me to develop this research project (Figure 4.12, See also Appendix A, Slide #11).

**Mexicans speak Spanish,
everybody who speaks Spanish is Mexican**

- Prejudices
- Preconceptions
- Stereotypes
- Acceptance-Rejection
- Curiosity
- Lack of interest in my culture
- Confusion
- Adaptation



- Dialect variations
- Accents
- Valuation of my culture
- Attachment to my cultural principles
- Transition and understanding of other cultural values
- Different rules of courtesy
- Differences in the sense of humor
- Expectations
- Valuation judgments

Figure 4.11: Acculturation

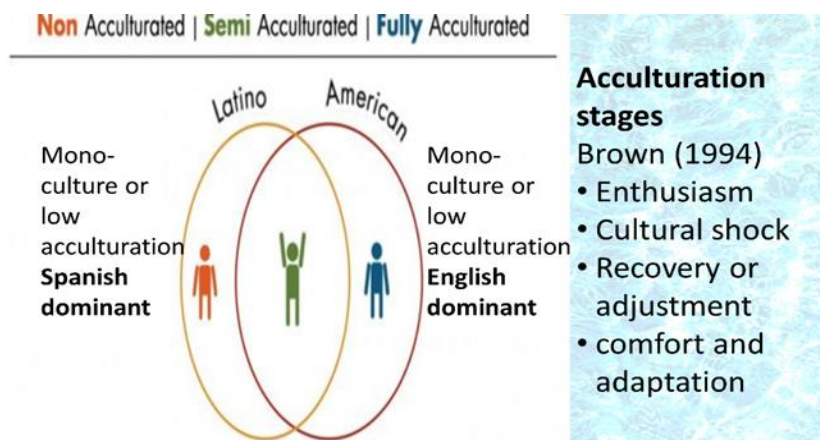


Figure 4.12: Intrinsic reasons that motivated me to develop this research project.

In the third section of this presentation, I will focus on the application of strategies designed for the development of digital writing skills in an ESL classroom with an additive cultural approach. To fulfill this purpose, I will present a series of lesson plans as well as sample activities.

Narrative Poster

Through this strategy, I intend to scaffold the production of narrative genre texts for language learners. To achieve this goal, this strategy is set to take advantage of oral narration traditions in many cultures as well as use the Google Docs tool to facilitate collaborative writing. By implementing this strategy, the students and the teacher will generate an environment in which all the participants will have the opportunity to share the cultural heritage with the rest of the class as they develop their digital writing skills in the second language (Figure 4.13 See also Appendix A. Slide # 13, Appendix B1 and Appendix C1).

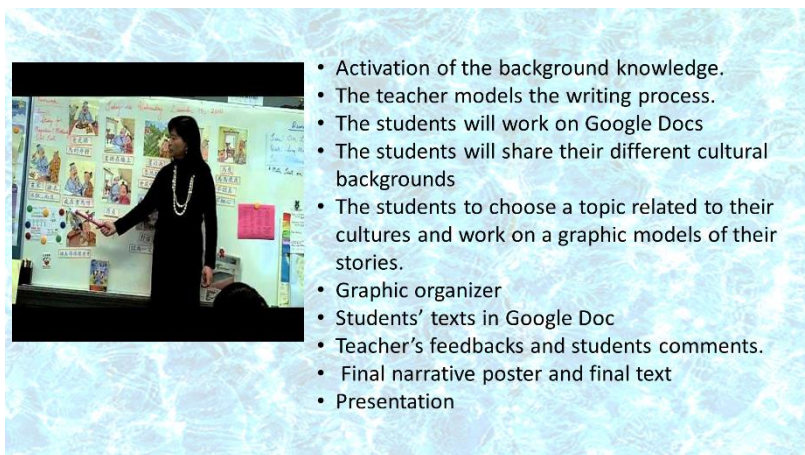
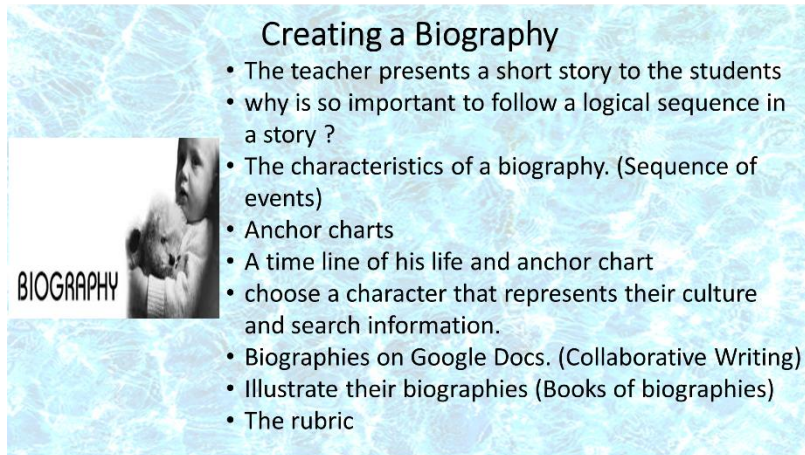


Figure 4.13: Narrative Poster.

Creating a Biography

Through this strategy, it is intended to establish a direct connection with the student's cultural identity by developing digital writing skills, specifically when writing a biography in collaborative writing using Google Docs as a technological tool (Figure 4.14 See also Appendix A, Slide #14, Appendix B2 and Appendix C2).



Creating a Biography

- The teacher presents a short story to the students
- why is so important to follow a logical sequence in a story ?
- The characteristics of a biography. (Sequence of events)
- Anchor charts
- A time line of his life and anchor chart
- choose a character that represents their culture and search information.
- Biographies on Google Docs. (Collaborative Writing)
- Illustrate their biographies (Books of biographies)
- The rubric

Figure 4.14 Creating a Biography

Celebrating our Cultural Heritage

Through the celebration of the cultures of the students in the class, this strategy aims to generate a sense of identity and appreciation of the cultural heritage of each student to facilitate their second language learning process. At the same time, through these types of strategies it is intended to generate an environment in which the teacher can detect elements of the students' culture that allows them to optimize class activities. In order to achieve a better performance of the students in a multicultural environment, it is necessary to have a receptiveness for the elements of each one's own culture. Otherwise, it is possible to create an atmosphere of cultural silence that leads to barriers in the classroom thus preventing learning and instruction (Linsey et al., 2013) (Figure 4.15. See also Appendix A, Slide #15, Appendix B3 and C3).

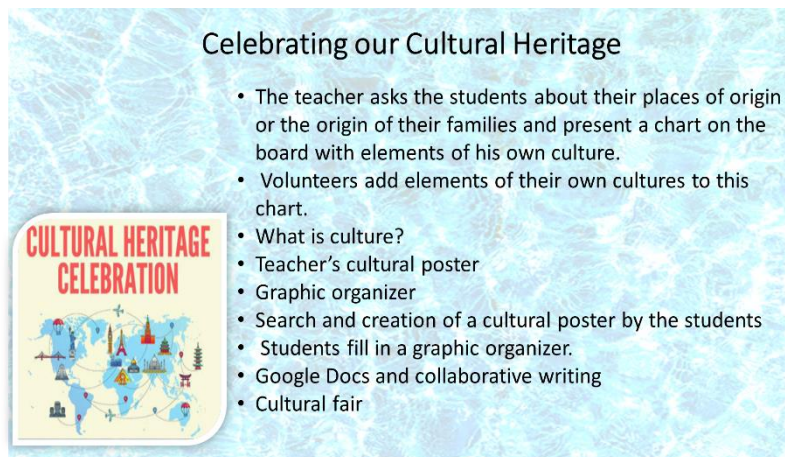


Figure 4.15 Celebrating cultural heritage

The fourth and last section of the presentation will have its main purpose to generate reflection among teachers, and I will include three hypothetical cases of three cross-cultural students where I will ask the teachers about which strategies they would use to facilitate the adaptation process and generate a cultural additive environment that will expedite learning.

Conclusion

Through this workshop, I will conclude by encouraging ESL teachers to promote additive cultural environments in their classrooms. Additionally, I will try to promote the importance of expanding this cultural additive environment to the scholar context in general. This will contribute to generating a healthy emotional environment for ESL students. This welcoming environment for English learners and their cultural heritage should be characterized by a sensitivity to the students' deep culture, since the implications of not being sensitive to the traits of the students' cultures can result in a silent culture that can produce barriers in learning (Lindsey et al., 2013). This is due to the close relationship between culture and language.

In that regard, Brown (1994) indicated that a particular language is a mirror of a particular culture. Brown (1994) also established that the relationship between language and culture indicates that language is part of a specific culture and that a culture is part of a specific language. In this sense, culture and language are inseparable, so this close relationship makes it important to value and respect the culture of the learner to achieve success in the learning process of an L2. To contribute to this environment of respect and appreciation of multiculturalism, I will present a series of strategies that seek to collaborate in the establishment of an additive cultural environment as well as a theoretical framework that supports this proposal.

Chapter Five: Conclusion

Moving out of one's home country and experiencing a drastic cultural change represents a series of challenges for the individual. These changes in lifestyles mean that the person must use strategies for adapting to the new environment. In the case of ELLs, they must base their adaptation process on learning a new language as a mechanism for interaction with the environment. This process of learning an L2 represents an important challenge for students and their success in this process is linked to how the school environment perceives that individual who is trying to adapt. In other words, the way in which the school environment values the linguistic and cultural elements of the new student, substantially determines success in the L2 learning process and consequently, the success in the newcomer's adaptation to the new culture.

It is important to emphasize that this process of adaptation should not be seen as a process of substitution of one culture for another or as a process of suppressing the culture of the mother tongue. On the contrary, the school environment must provide English learners with a welcoming cultural environment that is characterized by a positive outlook of the ELL's culture. In this sense, it is necessary that teachers promote an additive cultural environment in which there is equity in the value of both cultures. That is, the culture associated with English has the same value as the culture of the English learners. Teachers must take actions to make this additive cultural environment transcends classrooms and extends to the entire school context.

I consider that even when ESL teachers are willing to value the culture of English learners, they do not necessarily have the mechanisms to achieve this required connection with the newcomers' culture. For this reason, this project consisting of a workshop, aims to be an alternative for teachers who want to develop strategies that contribute to the establishment of an additive cultural environment that allows these ELL students to optimize their L2 learning process. Through the creation and implementation of

these strategies, teachers can advocate for the culture of English learners that in one way or another has been relegated in many school contexts. In this sense, by implementing these strategies we can make the immigrant community visible and value them in the school. At the same time, we can incorporate the cultural contribution that the English learners and their families provide to the community as an important part of the school's culture.

In addition, with the completion of this project I intend to promote empathy between teachers and English learners. That is, I consider that through the implementation of the proposed strategies in this research work, as well as the revision of the theoretical framework, ESL teachers will have the ability to understand what ELLs experience when they are exposed to a new culture and a new language. Teachers will have the opportunity to learn more about the cultural heritage of ESL students and in this way, the teachers will be able to understand the deep structure of English learners' cultures. In many cases, this can be a revelation that allows teachers to understand certain students' attitudes and in this sense establish actions that promote the development of L2 learning in a more expeditious way.

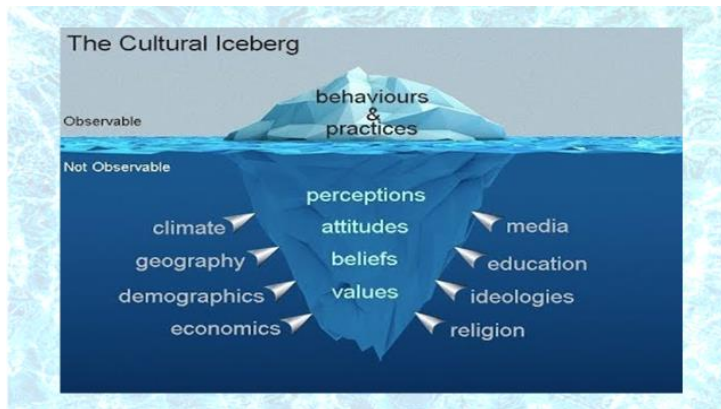
I hope that the ESL teachers intend to understand more about the cultures of ESL students as a way to improve the learning process of the minority groups of ELLs that at a certain moment may be vulnerable. This workshop can be used as an opportunity to promote cultural diversity in the school that stimulates an emotional environment that supports the learning process. In addition to that, I hope this project allows other teachers to develop initiatives that are aimed at promoting additive cultural environments in the different educational contexts. I believe that more work should be developed that has the purpose of integrating the community through the valuation of the cultural contributions of each ethnic group that is part of the scholar environment.

Appendices

Appendix A: Slides

A CULTURAL ADDITIVE APPROACH IN THE
DEVELOPMENT OF DIGITAL WRITING
SKILLS, USING GOOGLE DOCS WITH
ELEMENTARY ESL STUDENTS.

Slide # 1




Slide # 2



Slide # 3



Slide # 4



- Do you consider it important to include and value the cultural heritage of ESL students in the learning process of an L2 and why?
- If your answer is affirmative, what actions do you consider pertinent to be able to effectively incorporate the cultural background of students in the learning process of L2?

Slide # 5



Additive cultural approach

- View that the home language as a positive
- English and the home language hold equal value
- Home culture is understood and valued

Deficit cultural approach

- English is the language of the classroom
- Home language impedes English acquisition
- ELL's learn "slower"
- Cultural perspectives and traditions are not valued



Slide # 6

What should I do?



Culturally responsive instruction has the goal of helping students grasp academic concepts through means and content responsive to their cultural values and practices.

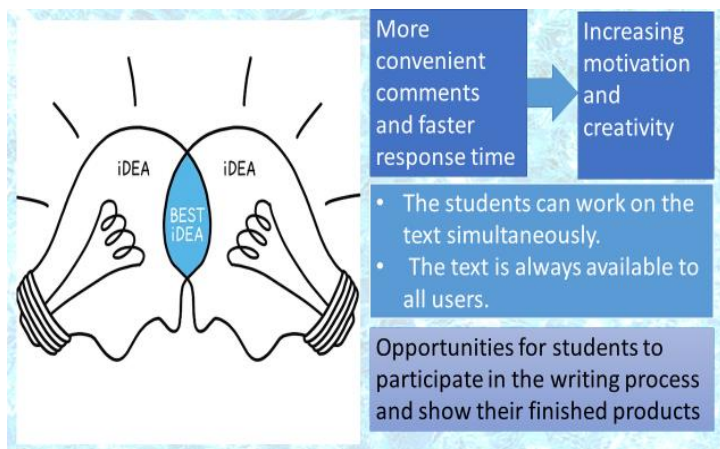
Slide # 7

The problems and challenges experienced by ESL students when it comes to develop writing skills.




- Linguistic
- Psychological
- Cognitive
- Pedagogical

Slide # 8



Slide # 9



Collaborative writing

Google Docs

- Collaborative writing tools such as Google Docs enable learners to participate and to form communities that engage in purposeful communication (Limbuand & Markauskaite, 2015).
- By incorporating Google Docs into the academic curriculum, ELL's can improve their collaborative learning skills, which in turn can improve their writing skills (Suwantarathip & Wichadee, 2014).

Slide #10

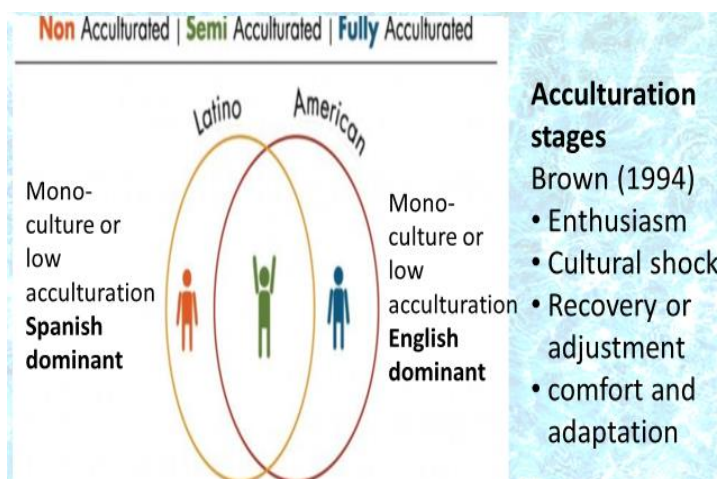
Mexicans speak Spanish, everybody who speaks Spanish is Mexican




- Prejudices
- Preconceptions
- Stereotypes
- Acceptance-Rejection
- Curiosity
- Lack of interest in my culture
- Confusion
- Adaptation

- Dialect variations
- Accents
- Valuation of my culture
- Attachment to my cultural principles
- Transition and understanding of other cultural values
- Different rules of courtesy
- Differences in the sense of humor
- Expectations
- Valuation judgments

Slide #11



Slide #12




The image shows a female teacher in a black dress and white pearl necklace pointing at a large, colorful narrative poster on a wall. The poster is titled 'Narrative Poster' and features various illustrations and text, including a section labeled 'Cultural Heritage' and a section labeled 'Cultural Heritage'.

- Activation of the background knowledge.
- The teacher models the writing process.
- The students will work on Google Docs
- The students will share their different cultural backgrounds
- The students to choose a topic related to their cultures and work on a graphic models of their stories.
- Graphic organizer
- Students' texts in Google Doc
- Teacher's feedbacks and students comments.
- Final narrative poster and final text
- Presentation

Slide #13

Creating a Biography

- The teacher presents a short story to the students
- why is so important to follow a logical sequence in a story ?
- The characteristics of a biography. (Sequence of events)
- Anchor charts
- A time line of his life and anchor chart
- choose a character that represents their culture and search information.
- Biographies on Google Docs. (Collaborative Writing)
- Illustrate their biographies (Books of biographies)
- The rubric

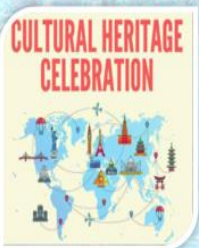


BIOGRAPHY

Slide #14

Celebrating our Cultural Heritage

- The teacher asks the students about their places of origin or the origin of their families and present a chart on the board with elements of his own culture.
- Volunteers add elements of their own cultures to this chart.
- What is culture?
- Teacher's cultural poster
- Graphic organizer
- Search and creation of a cultural poster by the students
- Students fill in a graphic organizer.
- Google Docs and collaborative writing
- Cultural fair

A graphic titled "CULTURAL HERITAGE CELEBRATION" in bold red letters. Below the title is a stylized world map with various cultural icons placed on different continents, including pyramids, sailboats, castles, and traditional houses. The background of the graphic is light blue with white clouds.

Slide #15

Hypothetical Case # 1

Manuela is a student born in Mexico, with an American mother and a Mexican father. She arrived in the country two years ago, at the time of his arrival she only spoke Spanish and his reading levels in Spanish were below grade level. After the first year, she showed consistent progress and she is now reading at grade level, even though she is in the ESL program, since she has not achieved the required listening and speaking sufficiency. The school staff considers her a shy and uncommunicative girl and a little fearful of the new school environment. However, the mother defined her in the opposite way, the mother argues that Manuela is outgoing and capable of leading. In class, Manuela refuses to use Spanish, although there are teachers who speak Spanish at school. She seems to be making an effort to change her linguistic heritage from Spanish to English because she is offended when a teacher speaks to her in Spanish.

Slide #16

Hypothetical Case # 1

- As a teacher, what causes do you think may be generating this attitude of rejection towards her mother tongue?
- Given these circumstances, do you consider that an approach in which Manuela's native language and culture of origin is valued, is it beneficial for the English learning process?
- Do you think that this attitude of rejection towards the mother tongue by Manuela can be an obstacle for her linguistic development of the L2, explain your answer?
- If you consider that Manuela's attitude of rejection towards her mother tongue is an obstacle to the development of language skills in L2, what would you do as a teacher to overcome that obstacle?

Slide #17

Hypothetical Case # 2

- Sofia is a girl who came to the country from Spain but she is born and raised in Colombia only by her mother. Sofia has been in the country for 4 years and still does not show a consistent development in learning English. All the tests and exams performed show that she does not have a disability that prevents her from learning L2. Manuela shows great attachment to her culture and language of origin, she is always talking to the other children about her country (Colombia) even when they do not show much interest. Manuela is currently reading well below grade level and her linguistic listening and speaking skills in English are well below the levels required to exit the ESL program.

Slide #18

Hypothetical Case # 2

- What factors do you think may be impeding the learning of L2?
- Do you think it is possible that learning barriers are related to a cultural factor? Explain your answer.
- In this case, do you consider an additive cultural approach to be beneficial for the development of language skills in L2? Explain your answer.
- Do you think it is necessary for the school community to show appreciation for cultural diversity? In the case of an affirmative answer, what would you do as a teacher to generate a greater interest in the members of the school community towards the cultures of ESL students?

Slide #19

Hypothetical Case # 3

- Marta is a student who came directly from Venezuela when she was 4 years old. Both parents were teacher in their home country. Upon entering school, she was not very expressive and teachers labeled her as a shy but someone who followed the school rules perfectly. The mother defined this student as a curious, active and outgoing girl. After a few months, Marta began to show in class an important linguistic development in L2. The teacher indicated that Marta was using English for communicative purposes fluently. The teacher requested a meeting with the mother and discovered that the language Marta speaks at home is Spanish only. Marta also showed a strong attachment to her culture of origin and always contrasts her experiences in her new context with the context of her country of origin. After several months, Marta is scoring above grade level in reading and she has a high level of fluency in English.

Slide #20

Hypothetical Case # 3

- What factors do you think had an impact so Marta has reached linguistic development in L2 to be considered fluent in the language only several months after entering school?
- Teachers define Marta as shy, while the mother defines her as extroverted. What factors do you think influence Marta's personality contrast?
- What role do you think the cultural aspect plays in the L2 learning process for Marta?
- Do you consider in this case that an additive cultural approach is beneficial in the L2 learning process for Marta? Explain your answer.

Slide #21

Appendix B: Lessons Plans

Subject: Social Studies	Central Focus: Sequencing of Events
Essential Standard/Common Core Objective: Use timelines to show sequencing of events	Date submitted: Date taught:
Daily Lesson Objective: The students will be able to use write a biography in collaborative writing using Google Docs as a technological tool.	
21 st Century Skills: The teacher will guide students to find specific information on the Internet about the life of an important person related to the students' culture to create a biography using Goggle Docs as a technological tool to scaffold the writing process.	Academic Language Demand (Language Function and Vocabulary): <ul style="list-style-type: none"> • Vocabulary: Time order words: (First, at the beginning, in the first place, to begin, starting with, next, after, after a few days or years, after a while, after that, after a long time, afterward, at last, finally, at the end) • Language Function: Sequencing of events.
Prior Knowledge: <ul style="list-style-type: none"> • Sequence of events: Beginning, middle and end • Life of important people for the student's culture. 	

Appendix B-1: Lessons Plans

Activity	Description of Activities and Setting
1. Focus and Review	<p>The teacher presents a short story to the students</p> <p>https://www.youtube.com/watch?v=WLLiRCWMOeo&list=PLYb2ObFYioH_uV7Oemc5vehsLXLWaH0Ta</p> <p>Then he makes questions about the knowledge they have, related to the sequence of events in a story and why is so important to keep a logical order of events in a story. Then, show to the student, pictures of some important characters related to the student's diverse cultures in the classroom. Then ask them if they know these characters and why their life was important for them</p>
2. Statement of Objective for Student	<p>The students will be able to produce oral and written texts about the life of important characters for their cultures (biographies) using time order words.</p>
3. Teacher Input	<p>The teacher will guide the students through two YouTube videos to explain why is so important to follow a logical sequence in a story and another video to explain the characteristics of a biography.</p> <p>Sequence of events:</p> <p>https://www.youtube.com/watch?v=5-I1yi28uUo</p> <p>Biography:</p> <p>https://www.youtube.com/watch?v=YmDAvD2y9X8</p> <p>Finally, the teacher summarizes the information in the videos by creating an anchor chart for each one.</p>
4. Guided Practice	<p>The teacher presents a short video about the life of Martin Luther King Jr. (MLK)</p> <p>https://www.youtube.com/watch?v=ALQeX7IFBcg</p> <p>In addition, he will create with the students a time line of his life. The teacher will create an anchor chart with the most important facts of MLK Jr. life and the students will do the same in a worksheet given by the teacher.</p>

5. Independent Practice	Students will have the opportunity to choose a character that represents their culture and do a search on the Internet with a guide of questions provided by the teacher. With the collected information on internet about the chosen characters life the students will write start writing a biography on Google Docs,	
6. Closure	The students will share their biographies with their partner and will do drawing to illustrate their biographies. The teacher will put them together to create a class book of biographies.	
7. Assessment Results of all objectives/skills:	This biography will be scored using a rubric deigned by the teacher.	
<p>Targeted Students Modifications/Accommodations:</p> <p>Selected students may work in pairs and</p> <p>They will receive examples of biographies when they work at the teacher's table, so they can guide their work when they are creating their biography. These students will receive additional attention from the teacher by scaffolding the writing process through Google Docs.</p>		<p>Student/Small Group Modifications/Accommodations:</p> <p>The teacher will work in small groups when searching the information about the characters. The groups will be conformed according to the proficiency level of the students. The students will be allowed to come up with new questions for the guide of questions. The advanced students will be encouraged to create</p> <p>more questions in order to improve their writing piece</p>
<p>Materials/Technology:</p> <p>Anchor chart about sequence of events, anchor chart about a biography, worksheet for the MLK Jr. Life (time line)</p> <p>Chromebooks, smart board.</p>		
<p>Reflection on lesson:</p> <ul style="list-style-type: none"> • This lesson was prepared for ESL second grade students. • This lesson was designed so that students share elements of their culture at the same time as they develop the linguistic skills of digital writing. 		

Appendix B-2: Lessons Plans

Subject: ELA	Central Focus: Narratives texts.
Essential Standard/Common Core Objective: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Date submitted: _____ Date taught: _____
Daily Lesson Objective: The students will be able to write narrative texts in which they will include details of their cultures. The students will Google Docs as a technological tool to develop the digital writing skill.	
21st Century Skills: The teacher will inform students to find specific information on the Internet about the students' cultural heritage to create a narrative text using Google Docs as a technological tool to scaffold the writing process.	<div> Appendix B-3: Lessons Plans </div> <div> Demand (Language Vocabulary): <ul style="list-style-type: none"> • Vocabulary: Time order words: (First, at the beginning, in the first place, to begin, starting with, next, after, after a few days or years, after a while, after that, after a long time, afterward, at last, finally, at the end) • Language Function: Sequencing of events. </div>
Prior Knowledge: <ul style="list-style-type: none"> • Sequence of events: Beginning, middle and end • Story telling traditions in the students' cultures. 	
Activity	Description of Activities and Setting
1. Focus and Review	The teacher will activate the background knowledge about cultural heritage through questions to the students. The teacher will present a narrative poster that shows a story created by the teacher that represents his cultural background. The teacher will dramatize the story while reading it on the back of the pictures that represent the events of the story. Then, he will paste them on a background that represents the setting of the story.
2. Statement of Objective for Student	The students will be able to produce oral and written narrations about their cultural heritage that include a logical sequence of events, details to describe actions, thoughts, and feelings, the use temporal words to signal event order.

3. Teacher Input	The teacher will guide the students by sharing with the students a narrative poster and a narration about his own cultural heritage. The teacher will also provide scaffolding during the production of the text by using Google Docs as a technological tool, to give feedbacks to the students. The teacher will guide a brainstorm in which the students will share their different cultural backgrounds and topics related to their cultures on which they can write about: Traditions, food, dances.
4. Guided Practice	The teacher will encourage the students to choose a topic related to their cultures and start writing a story about it. The teacher will provide sheets of paper, crayons, glue sticks, scissors, and magazines to cut. In addition, the teacher will guide the students to start creating their draft of the graphic models.
5. Independent Practice	The students will complete their narrative posters with the most important facts of their story. Then, they can access to their computers and create a Google Doc, so they can work collaboratively in the writing process of the narration.
6. Closure	The students will present their own texts using the narrative posters to the rest of the class.
7. Assessment Results of all objectives/skills:	This biography will be scored using a rubric designed by the teacher.
Targeted Students Modifications/Accommodations: Selected students may work in pairs and they will receive examples of narrative texts when they work at the teacher's table, so they can guide their work when they are creating their own texts. These students will receive additional attention from the teacher by scaffolding the writing process through Google Docs.	
Materials/Technology: Narrative posters, Chromebooks.	
Reflection on lesson: <ul style="list-style-type: none"> • This lesson was prepared for ESL second grade students. • This lesson was designed so that students share elements of their culture at the same time as they develop the linguistic skills of digital writing. 	

Appendix B-4: Lessons Plans

Subject: Social studies	Central Focus: Culture within the community
Essential Standard/Common Core Objective: Explain the cultural heritages	Date submitted: _____ Date taught: _____
Daily Lesson Objective: The students will be able to write informative texts in which they will include details of their cultural heritage using Google Docs as a technological tool to develop the digital writing skill.	
21st Century Skills: The teacher will guide students to find specific information on the Internet about the students' cultural heritage to create an informative text using Goggle Docs as a technological tool to scaffold the writing process.	Academic Language Demand (Language Function and Vocabulary) <ul style="list-style-type: none"> • Vocabulary: Transitions words to introduce the topic, to introduce facts and details and to conclude • Language Function: Describing important facts about the student's cultural heritage.
Prior Knowledge: Elements related to the students' culture such as traditions, celebrations, special holidays, type of food, family strucrute.	

Appendix B-5: Lessons Plans

Activity	Description of Activities and Setting
1. Focus and Review	The teacher asks the students about their places of origin or the origin of their families. Next, the teacher will present a chart about his own cultural heritage with the following categories: Food, clothing, traditions and celebrations, dancing and music, art representations. After that, the teacher will ask the volunteers to add elements of their own cultures to this chart.
2. Statement of Objective for Student	The teacher will explain the students that at the end of the lesson they will be able to describe elements about their own cultures as well as learn about elements related to different cultures.
3. Teacher Input	The teacher will present a YouTube Video https://www.youtube.com/watch?v=o32l-U6nGY and will use it to explain to the kids what cultural representations are and how they determine our way of living. The teacher will also present a poster with elements related to his culture. Then, the teacher will fill in a graphic organizer using the information in the poster to create an informative text about his culture.
4. Guided Practice	The students will receive a chart with cultural categories and they will have the opportunity to do an internet search to fill it out, the teacher will guide this search in small groups. Additionally, The students will work in their own poster and with the information in it; they will fill in a graphic organizer for an informative text.
5. Independent Practice	With the information that the students gathered in the graphic organizer they will work collaboratively in Google Docs to create an informative text about their cultures.
6. Closure	The students will present their poster as well as their texts in a cultural fair in the classroom.
7. Assessment Results of all objectives/skills:	The poster and the informative text will be scored using a rubric deigned by the teacher.
Targeted Students Modifications/Accommodations: Selected students may work in pairs and they will receive examples of informative texts when they work at the teacher's table, so they can guide their work when they are creating their own texts. These students will receive additional attention from the teacher by scaffolding the writing process through Google Docs.	
Materials/Technology: Narrative posters, Chromebooks.	
Reflection on lesson: <ul style="list-style-type: none"> This lesson was prepared for ESL second grade students. This lesson was designed so that students share elements of their culture at the same time as they develop the linguistic skills of digital writing. 	

Appendix C: Application Handout

Narrative Poster

Rational

Uses the narratives texts to develop digital writing skills

- Promotes an additive cultural approach
- Scaffolds the digital writing process
- Promotes a multicultural environment
- Uses pictures to support comprehension
- Promotes the use of academic language
- Takes advantage of the story telling and traditions from different cultures



Key Points

- **Application**

Take into account:

- Create a story that fits the level of student understanding
- Use pictures that help the process of understanding new vocabulary
- The story must be sectioned logically and following a consistent pattern, that facilitates understanding and retelling.
- The background created on the poster should be related to the history to facilitate understanding

Step by step:

- In the first session, the teacher will teach a lesson in which he will model the process.
After activating the background knowledge, about cultural heritage through questions to the students. The teacher will present a narrative input chart that shows a story created by the teacher that represents his cultural background. The teacher will dramatize the story while reading it on the back of the pictures that represent the events of the story. Then, he will be paste them on a background that represents the setting of the story.

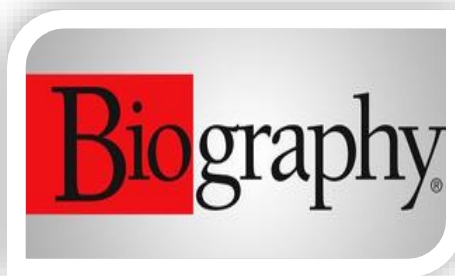
Appendix C-1: Application Handout

Creating a Biography

Rational

Uses biographies to develop digital writing skills

- Promotes an additive cultural approach
- Scaffolds the digital writing process
- Promotes a multicultural environment
- Uses biographies to teach the text sequence.
- Promotes the use of academic language



Key Points

Take into account:

- Chose a biography to model the process that could be familiar for the students
- Encourage the students to pick a biography that represents their culture
- Use pictures for the time line that can help the process of understanding new vocabulary
- Use pictures of characters that may be familiar for the students according to their cultural background.

Application

Step by step:

- Presents a short story to the students and make questions about the knowledge they have, related to the sequence of events in a story and why it is so important to keep a logical order of events in a story. Then, the teacher show to the student, pictures of some important characters related to the student's diverse cultures in the classroom. The teacher will ask to the students if they know these characters and why they were important.
- Guide the students through two YouTube videos to explain why is so important to follow a logical sequence in a story and another video to explain the characteristics of a biography.
- Summarize the information in the videos by creating an anchor chart for each one.
- Present a short video about the life of Martin Luther King Jr. (MLK)
- Create with the students a time line of his life. Then, create an anchor chart with the most important facts of MLK Jr's life and the students will do the same in a worksheet given by the teacher.
- Have the students to choose a character that represents their culture and do a search on the Internet with a guide of questions provided by the teacher. With the collected information on internet about the chosen character's life the students will start writing a biography on Google Docs,
- Scaffold the writing process by giving feedbacks to the students over Google Docs and let all the students add comments to each other's biographies.
- Let the students share their biographies with their partner and do drawings to illustrate their biographies. Put the biographies together to create a class book of biographies.

- Subsequently, the teacher will model the writing process. After reviewing the story map with the students, he will have the students summarize the story orally. In addition, they will select the most important facts to complete a graphic organizer that the students will be able to observe.
- Then, the students will work on Google Docs rewriting the story. At this point, the teacher will be able to insert comments in the students' written productions to scaffold the process.
- In the second-class session, the teacher will start with a brainstorm in which the students will share their different cultural backgrounds and topics related to their cultures on which they can write about: Traditions, food, dances, etc.
- Next, the teacher will encourage the students to choose a topic related to their cultures and start writing a story about it. The teacher will provide sheets of paper, crayons, glue sticks, scissors, magazines to cut, etc. for students to start creating their draft of the graphic models.
- After students finish with their graphic models of the story, they will complete a graphic organizer with the most important facts of their story. Then, they can access to their computers and create a Google Doc, so they can start the first draft of the text that they will share with the teacher and classmates. The teacher will be able to add comments to the written productions.
- The third session, the teacher will give the students a feedback and will let the other students to add comments to the texts of classmates.
- After the third feedback, the students will find their own pictures and they will create their final version of the narrative input chart. As well of the final version of the text.
- In the last session, the students will work their own text using the narrative input chart to the rest of the class.
- Each student will have a portfolio with the different versions of the texts they created.

Appendix C-2: Application Handout

Celebrating Cultural Heritage

Rational

Uses biographies to develop digital writing skills



- Promotes an additive cultural approach
- Scaffolds the digital writing process
- Promotes a multicultural environment
- Promotes the use of academic language, such as transitions words to introduce the topic, to introduce facts and details and to conclude
- Describes important facts about the student's cultural heritage.
- Uses multi-cultural background of the class to teach the importance of cultural diversity
- Uses cultural diversity to teach informative texts.

Key Points

Take into account:

- Use images for posters that lead students to understand new vocabularies.
- Encourage students to express their own cultural characteristics
- Promote the sense of cultural identity among students

Application

Step by step:

- Asks the students about their places of origin or the origin of their families. Next, present a chart about your own cultural heritage with the following categories:
Food, clothing, traditions and celebrations, dancing and music, art representations. After that, ask the volunteers to add elements of their own cultures to this chart.
- Explain the students that at the end of the lesson they will be able to describe elements about their own cultures as well as learn about elements related to different cultures.
- Present a YouTube Video and use it to explain to the kids what cultural representations are and how they determine our way of living. Also, present a poster with elements related to your culture. Then, fill in a graphic organizer using the information in the poster to create an informative text about your culture.
- Give a chart with cultural categories and let the students do an internet search to fill it out, guide this search in small groups.
- Have the students work in their own poster and with the information in it; they will fill in a graphic organizer for an informative text.
- With the information that the students gathered in the graphic organizer they will work collaboratively in Google Docs to create an informative text about their cultures.
- The students will present their poster as well as their texts in a cultural fair in the classroom.

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